

(January to March, 1922.
May to July, 1922, in the Dominions.)

Parents' National Educational Union.

The Parents' Union School.

(Address: HOUSE OF EDUCATION, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET).

FORM II. (A and B).

PUPILS' NAMES.....
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Bible Lessons.

In all cases the Bible text must be read and narrated first.

A & B *The Bible for the Young* (P.N.E.U. Office, 1/6 each):
(a) *Exodus*, Lessons 8-16, by Dr. Paterson Smyth; (b) *St. Matthew's Gospel*, Lessons 8-15. Teacher to prepare beforehand and to use Bible passages in teaching, and to add such comments (from Paterson Smyth, say,) as will bring the passage home to the children. Children may use (c) *S.P.C.K. Bible Atlas* (1/-).

Sunday Reading (optional): *How to Use the Prayer Book*, by Mrs. Romanes (Longmans, 2/-). *The Northumbrian Saints*, by E. N. Grierson (Mowbray, 2/6). *The Children's Year* (Church Seasons), by the Rev. G. R. Oakley (S.P.C.K., 3/6). *Sidelights on the Bible*, by Mrs. Brightwen (R.T.S., 3/-). (e) *Helps to the Study of the Bible* (Oxford Press, 2/-). *Wigwam Stories told by American Indians* (Ginn, 4/9), Part I. *Lion-hearted* (Bishop Hannington), by Canon Dawson (Seeley, 3/6).

For private daily Bible reading children, *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6). For New Testament, a Gospel in suitable portions. *A Boy's Book of Prayer*, by A. Devine (Methuen, 2/-).

† The 92nd term of work set since the Parents' Union School began.

Writing.

- A & B *A New Handwriting** (very important), by M. M. Bridges (P.N.E.U. Office, 5d. a card): practise card 3. Transcribe, with card 6 as model, some of your favourite passages from *Julius Caesar*. Two perfectly-written lines every day.

Dictation.

- A & B Two pages at a time to be prepared carefully: then a paragraph from one of these pages to be written from dictation, or, occasionally, from memory. Use the books set for reading and history.

Composition (written and oral).

- A Stories from work set in (a) Citizenship and Reading, or, (b) events of the day, etc.
B Stories from reading. Children in B who cannot write easily may narrate part.

English Grammar.

Parse and point out Subjects, Verbs, Objects.

- A Meiklejohn's *Short English Grammar** (2/-), pp. 26-39; 106-113.
B *Short English Grammar**, pp. 10-18, teacher adding exercises.

English History.

- A & B *A History of England**, by H. O. Arnold-Forster (Cassell, 8/6), pp. 1-65 (B.C. 55-901). Black's History Pictures (2/6 a set), may be used.
A *Social Life in England through the Centuries**, by R. H. W. Hall (Blackie, 2/9), pp. 131-167.

French History.

- A & B *A First History of France**, by L. Creighton (Longmans, 5/-), pp. 1-26 (B.C. 55-901), to be contemporary with English History. *The Story of France*, by M. Macgregor (Jack, 10/6), may be used instead. *The Great War**, by C. R. L. Fletcher (Murray, 6/-), pp. 98-129 (optional). Evans' *Political War Map of Europe, Asia, Africa** (4d.).

General History.

- A *The British Museum for Children**, by Frances Epps (P.N.E.U. Office, 3/9), chapter 10. Teacher study preface. Keep a book of Centuries (P.N.E.U. Office, 3/-), putting in illustrations from all the history studied during the term. *The Ancient World**, by A. Malet (Hodder & Stoughton, 5/-), pp. 31-57.

Citizenship.

- A North's *Plutarch's Julius Caesar** (Blackie, 1/-). *A Pronouncing Dictionary of Mythology and Antiquities* Walker, 1/6. *Classical Atlas* (Dent, 2/6). *The Citizen Reader**, by H. O. Arnold-Forster (Cassell, 2/6), pp. 47-81.
B *Stories from the History of Rome**, by Mrs. Beesly (Macmillan, 2/6), pp. 33-61.

Geography.

- A The Ambleside Geography Books, Book III.* (4/-), pp. 148-179.
B Book III.,* pp. 1-26.
A & B *Round the Empire**, by Sir George Parkin (Cassell, 3/6), pp. 151-179. *Our Sea Power**, by H. W. Household (Macmillan, 2/-), pp. 24-51. Phillips' *Atlas of Comparative Geography* (new edition, 3/6). Map questions to be answered from map in Geography Book and then from memory before each lesson. All Geography to be learnt with map. Children to make memory maps; see also tests under *Scouting*. Teacher may find *Outdoor Geography*, by H. Hatch (Blackie, 3/-) useful.

Natural History, etc.

- A & B *The Sciences**, by E. S. Holden (Ginn & Co., 4/6), pp. 185-224. Children should make the experiments where possible. Keep a Nature Note-book (P.N.E.U. Office, 7d., and see *Home Education*). Make special studies for the season with drawings and notes. *The Changing Year*, by F. M. Haines (Wadsworth, 3/-), or, *Countryside Rambles*, by W. S. Furneaux (Phillip, 2/6): *January to March*. [Furneaux's *Nature Study Guide* (Longmans, 6/6), may also be used for reference for out-door work.] See also tests under *Scouting*, *Parents' Review*, June, 1920.
A *Life and Her Children**, by Arabella Buckley (Macmillan, 6/-), pp. 201-232.
B *Life and Her Children**, pp. 1-32, or, *Jack's Insects**, by E. Selous (Methuen, 3/6), pp. 107-148.

Picture Study.

- A & B Reproductions* of six pictures by Jan Steen and Gerhard Douw (P.N.E.U. Office, 2/-). Teachers see notes in the *January Parents' Review*, 1922.

Arithmetic.

- Teacher should use *The Teaching of Mathematics*, by I. Stephens (P.N.E.U. Office, 6d.).
A *A New Junior Arithmetic**, by Bompas Smith (Methuen, 4/-), pp. 128, 129; 135-140. Much care with tables and rapid oral work.
B *A New Junior Arithmetic**, pp. 34-45; 60-63 (additional examples), or continue.
Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 3/3).

Practical Geometry.

- A *Lessons in Experimental and Practical Geometry*,* by Hall and Stevens (Macmillan, 2/-), pp. 55-68. *The School Set of Mathematical Instruments* (Macmillan, 2/-).

Latin.

- A *Young Beginners' First Latin Book** (Murray, 2/6), pp. 1-4, 17-19; with corresponding exercises, questions, and vocabularies.

French.

- A Siepmann's *Primary French Course*,* Part I. (Macmillan, 3/-), Lessons 16-18 inclusive, with grammar and exercises.
B Siepmann's *Primary French Course*,* Part I. (Macmillan, 3/-), Lessons 7-9 inclusive, with grammar and exercises.
A & B *French Songs*, by Violet Partington (Dent, 9d.). Teacher study Siepmann's preface and phonetic exercises. Teacher read Lesson aloud, translating with the children's help, and children afterwards narrating in French.

Drawing.

- A & B Six (a) twigs of trees, (b) studies of animals, that you have been able to watch, (c) children at play, in brush-drawing. Original brushdrawings from scenes in books set for reading. Paint-box with specially chosen brush and colours (P.N.E.U. Office, 3/-)*: pencil must not be used. *What to Draw and How to Draw It* (Skeffington & Son, 3/6).

Recitations.

- A & B Psalm 78, verses 12-35, and two suitable passages of about twelve verses each from (a) *Exodus*, (b) *St. Matthew's Gospel*. Two Easter hymns. A scene from Shakespeare's *Julius Caesar*, or, forty lines from Longfellow.

Reading (including holiday and evening reading).

- A & B Books set for Geography, History and Recitations should afford exercise in careful reading. Shakespeare's *Julius Caesar** (Blackie; Plaintext Edition, 7d.). *The Little Duke*, by Charlotte Yonge (Macmillan, 3/-). *Wigwam Stories*, Part I.
A Bulfinch's *Age of Fable** (Dent, 2/6), pp. 186-215. Malory's *The Coming of Arthur* (Blackie, 1/-). *Puck of Pook's Hill*, by R. Kipling (Macmillan, 6/-). Longfellow's *Saga of King Olaf* (any edition, or Blackie, 4d.).
B *The Heroes of Asgard** (Macmillan, 5/-), pp. 263-313. *The Adventures of Beowulf* (Marshall, 1/9). Longfellow's *The Discoverer of the North Cape* (any edition of Longfellow's poems).

Music.

Continue *Child Pianist* (Curwen & Son); teacher using the *Teacher's Guide* (revised edition, 7/6).

Musical Appreciation.

Programme of Music (Schumann) to be heard: *Parents' Review*, January, 1922. *The Book of the Great Musicians*, by P. Scholes (Oxford Press, 4/6), may be used.

Singing.

Two English songs from *The National Song Book*, edited by C. V. Stanford (Boosey & Co., words and voice parts 1/9 each,* complete with music 6/-). Two French songs. *A Book of French Songs* (treble only, Blackie, 7d. each), may be used. *Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 17, 18, inclusive (Curwen & Son, 2/6). Teacher use also *Ten Minutes' Lessons in Sight-Singing*, lessons 35-37 (Curwen, 2/6).

Drill.

Syllabus of Physical Exercises (Eyre & Spottiswoode, 1/6), tables 41-44. *Ball Games and Breathing Exercises*, by Alice R. James (Longmans, 1/9). *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. *Peasant Dances and Songs of Many Lands*, by Mrs. Kimmins (Evans, 7/6). Skipping. Ex-Students take House of Education Drills. Teacher would find useful *How to Teach School Dances* (Evans, 4/6).

Work.

Help in house or garden. *Simple Repoussé Work*, by E. J. Bradford (Charles, 1/9). *The Little Girl's (a) Sewing Book*, (b) *Knitting Book* (R.T.S., 2/6 each), or, *Needlecraft in the School*, by M. Swanson (Longmans, 7/6); teacher read letterpress with discretion. Children make a garment (see the needs of the "Save the Children Fund," address: 29 Golden Square, Regent Street, W. 1.) Boys and girls mend clothes from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. See also tests under *Scouting* (*Parents' Review*, 1920). Teacher would find useful *What shall we make?* by M. La Trobe Foster (C.M.S., 1/-).

* In home schoolrooms where there are children in A as well as in B, both forms may work together, doing the work of A or B as they are able.

N.B. 1.—In grammar (English and foreign) and in mathematics there must be no gaps. Children must go on from where they left off, but they will be handicapped in the future unless they can do the work set for this Form.

N.B. 2.—Each child in A and B should have a copy of all

books, etc., marked * and a set of the Pictures and materials. One copy of the other books is sufficient.

N.B. 3.—For methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/- (P.N.E.U. Office).

N.B. 4.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto, 7d. each, and Cambridge paper for the Examination 1/6 for 4 quires (*not less*); envelopes to match 1/6 a packet. Also the School Badge (4/6), School Hat Band (4/6), and Ribbon 3/6 a yard. Badges stencilled in washing colours on pale blue linen may also be obtained, 4½d. unmounted, 6d. mounted.

N.B. 5.—Members are particularly asked to follow the notes under *Our Work* in the *Parents' Review*.

N.B. 6.—*This Programme is for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Secretary, House of Education, Ambleside.

N.B. 7.—All letters *re* School and Programmes, except book orders, should be sent to Ambleside. The enclosed Order Form for books should be used. Members are asked to send the School Fee direct to Ambleside. P.N.E.U. subscription, money for books, etc., should be sent to the London Office.

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FORM II., (A & B).

PUPILS' NAMES.....

Bible Lessons

- I. A & B 1. Describe the events of the night when Israel came out of Egypt.
 2. Give an account of the occasions when Moses met with God on Mount Sinai.
 A 3. Describe the institution of the Passover and its meaning.
 II. A & B 1. What question did St. John (in prison) send messengers to ask our Lord, and what answer did he get? Tell the whole story.
 2. (a), "What lack I yet?" (b), "Lo, we have left all." What answers did our Lord give to (a), the young ruler, (b), St. Peter, and what lessons may we learn?
 A 3. Give and explain briefly four of the parables of the Kingdom.

Writing.

Write (A), 4, (B), 2 lines of poetry from memory.

Composition.

- A & B 1. Describe a scene in *Julius Caesar* in which Mark Antony appears.
 2. An account of "The Wedding of a Princess," or, the Burial of Sir E. Shackleton.
 3. Tell a story in prose or verse about one of the following:—King Arthur, Svarthheim, Achilles, Beowulf, King Olaf.

English Grammar.

A wind came up out of the sea,
 And said, "Oh mists, make room for me."
 It hailed the ships and cried, "Sail on,
 Ye mariners, the night is gone."

- A 1. Analyse, parsing words in italics.
- B 2. Pick out Subjects and Predicates, and say what part of speech each word is in line 1.
- A 3. Make sentences to show the use of each kind of adverb.
2. Use the following words, each as two different parts of speech,—above, after, before, but, as.
- B 2. Use, in sentences, the words,—in, on, with, at, against, and say what parts of speech they join.

English History

- A & B 1. Give some account of the landing and the doings of Julius Cæsar in Britain.
2. "Then Augustine came before King Ethelbert." Tell the whole story.
3. How did St. Swithin educate King Alfred? What did Alfred do for England besides fight her battles?
- A 4. What do Cæsar and Tacitus tell us of the early Britons?

French History.

- A & B 1. What do you know of (a), Vercingetorix, (b), St. Martin of Tours, (c), Attila?
2. Give an account of Charles the Great and his government.
- A 3. What do you know of the Feudal system in France?

General History.

- A 1. What do you know of the ancient inhabitants of Mesopotamia? Write in detail about Babylon, Ashurbani-pal.
2. What did a great scholar discover at Behistun, and what was the result?

Citizenship.

- A 1. How did Cæsar inspire his soldiers with valour? Give two instances.
2. Describe the crossing of the Rhine by Cæsar.
3. What is the work of the Home Office, the Colonial Office, the Foreign Office, a County Council?
- B 1. Why did Fabius refuse to wear a laurel wreath and come home in triumph? Tell the whole story.

Geography.

- A 1. Describe the Fen Counties.
2. Give a map of Lincolnshire, putting in the chief towns and physical features.
3. What do you know of Cambridge?
4. By what routes could you travel from Australia to England? Give a rough sketch map. What do you know about Queensland?
5. Give an account of Henry the Navigator.
- B 1. Describe a visit to the Lake District. What mountains and lakes could you see?
2. What do you know about "the Border"?
3. Tell the story of a piece of coal.
4. Describe a visit to an ostrich farm.
5. Write what you can about Drake and his "Golden Hind."

Natural History.

- A 1. Describe, with drawing if possible, a cockroach, a grasshopper, a caddis fly, a dragon fly.
2. How are mountains formed? What is a volcano? Give a diagram.
- A & B Describe, with drawings, the twigs and buds of the oak, sycamore, beech, willow, hazel.
- B 1. What do you know about thread-slime, the bell flower, flint shells built by slime animals?
- or, 1. What account did Mr. Pachytylus Migratorius (Plague Locust) give of himself?
2. What is to be found in the depths of the sea? What is an iceberg? Draw one.

Picture Study.

- Describe —
- A Gerard Dou's "The Grocer's Shop."
- B Jan Steen's "The Painter and His Wife."

Arithmetic.

- A 1. Find the H.C.F. of 1738, 3718, 1837, and the L.C.M. of 15, 45, 125, 225.
2. Find the cost of 3 cwt. 2 qr. 21 lb. at £3 : 12 : 8 per cwt.
3. Find the simple interest on £450 for 150 days at 3%.
- B 1. How far would a train go in 15 hours at the rate of 48 km. an hour? How many metres a minute does this train travel?
2. Some tea cost £4 : 9 : 0 per cwt. Give the price per lb.
3. Measure your pace and find the length and width of a room or passage (take measurements in "break").

Practical Geometry.

- A 1. Construct an equilateral triangle on a base of 7 cm. and circumscribe a circle about it.
2. If a man whose height is 6 feet, stands 12 feet from a certain lamp-post, he finds that his shadow cast by the light is 12 feet in length. How high is the light above the ground?

Latin.

1. In what cases are the following,—*insulae, coronam, filia, servi, puerum*?
2. Translate into Latin,—we may be, they might be, he has been, I should have been, he will be.

French.

- A 1. Describe, in French, picture 17.
2. Use, in sentences, as direct and indirect object,—*me, le, te, nous, vous*.
3. Use, in sentences, the First Person Plural of the Imperfect Indicative and Preterite of,—*finir, vendre, choisir, répondre*.
- B 1. Describe, in French, picture 7.
2. Make sentences using the French for,—first, 100, 17, March 27th, half-past two.

Drawing.

1. An illustration (with name) from *Julius Caesar*.
2. A design for a book cover in twigs.
3. A royal procession in India or England.

Musical Appreciation.

1. How many kinds of Children's Music are there? Give examples of each type. In what category would you place Schumann's "Scenes of Childhood," and why?
2. Write a few lines on any *five* of the following,— Clara Wieck; "Träumerei"; the "Lied" or art-song; Florestan; G.A.D.E.; Jean Paul Richter; Schumann's use of the "Marseillaise."

Recitations.*

Father to choose a hymn, a poem, or a scene from Shakespeare, and two passages from the Bible Lessons.

Reading.*

Father to choose an unseen passage, giving marks for enunciation.

Music.

* Examine in work done and report upon stage reached.

Singing.*

Father to choose an English and a French, and a German song, two tonic sol-fa exercises.

Drill.*

Drill, before parents.

Work.*

Outside friend to examine, but list of handicrafts completed to appear on Report Form.

N.B. 1. — Examination to begin on Monday, March 27th. Papers to be posted on Saturday, April 1st, *with no other enclosures.*

2. — Subjects thus indicated (*) to be marked on the *Parents' Report* according to Regulations.

3. — Members are asked to read the Regulations carefully, as much time is lost by the Examiners when (a) there is no numbered list of the subjects sent for examination, (b) the papers for each child are not fastened together, or (c) the name of the *member* does not appear.

4. — Answers may not be written on both sides of the paper. The papers should be tied together loosely with string.

5.—Please note carefully (a) the amount of written work expected in Form I., (b) the Regulations as to the number of papers to be sent in by Schools.

P.N.E.U. CONFERENCE.

Handicrafts, Nature Note-Books, Century Books, which are *really well done* may be sent to the Secretary, House of Education, Ambleside, but *not* with the Examination Papers. Stamped and addressed cover for return must be enclosed, and the packet (not more than 4 exhibits for one scholar) should reach Ambleside by May 15th.